

HISTORY 201: INTRODUCTION TO HISTORICAL METHODS

Fall, 2011: Course CRN 11120: Mondays 7:10-9:50

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Office Hours: Mondays 5:30-6:30; Tuesdays 10:00-11:00 and by appointment

Course Description

History 201 introduces methods and tools of historical analysis and explores the mechanics of research presentation and historical writing to help history majors prepare for successful completion of upper-division requirements. It also provides an introduction to historiography and theory and examines ethical issues related to historical research, writing, and presentation. The course focuses on building basic skills for conducting historical research including locating, utilizing, and evaluating sources. Guidelines for proper citation and attribution and the conventions for historical writing are presented and discussed. Grappling with the past, thinking about what is history and how historians craft history are also components of the course.

This syllabus outlines your responsibilities for completing the course. Enrollment in the class indicates your understanding and acceptance of these responsibilities.

Required Reading:

Required reading materials: Purchase at ODU Bookstore or at Amazon.com or other on-line service

The texts required for this class are listed below:

1. Jenny L. Presnell, *The Information-Literate Historian, A Guide to Research for History Students*. New York: Oxford University Press, 2007.
2. Conal Furay & Michael J. Salevouris, *The Methods and Skills of History A Practical Guide*. Wheeling, Illinois: Harlan Davidson, Inc., 2010. Third Edition.
3. Timothy Wilson-Smith, *Joan of Arc, Maid, Myth and History*. Cambridge, Massachusetts: The History Press, 2006.

You are also REQUIRED to link to the following website that we will use in class.

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Additional readings will also be posted on BLACKBOARD: These readings are as follows:

1. Excerpt from Joyce Appleby, Lynn Hunt, and Margaret Jacob, *Telling the Truth about History*, pp. 247-51.
2. "Things in and as Exhibits, Museums, and Historic Sites" from *Berkhofer Fashioning History*.
3. "Plagiarism: The Cases of Stephen Ambrose and Doris Kearns Goodwin," in Peter Hoffers' *Past Imperfect: Facts, Fictions, Fraud---American History from Bancroft and Parkman to Ambrose, Bellesiles, Ellis, and Goodwin*.
4. Sources and Evidence: "Primary and Secondary Sources" from Robert C. Williams' *The Historian's Toolbox, A Student's Guide to the Theory and Craft of History*," 56-78.
5. Reading on Braudel "The Annales" and Elton "Empiricism" from *Houses of History*.
6. "The Great Cat Massacre" from Robert Darnton's *The Great Cat Massacre and Other Episodes in French Cultural History* (New York: Basic Books, 1984).
7. Excerpts from "The Trial of Joan of Arc."

Additional Reading (Required)

Two articles can be accessed through Perry Library's on-line journal sites in the card catalog. Go to "find journals" and type in *Holocaust and Genocide Studies*, *The Public Historian*, or *Signs: Journal of Women in Culture and Society*. Read the four articles listed below.

1. Waitman Beorn, "Negotiating Murder: A Panzer Signal Company and the Destruction of the Jews of Peregruznoe, 1942," *Holocaust and Genocide Studies* 23 no. 2 (Fall 2009): 185-213.
2. Shannon Lee Fogg, "Refugees and Indifference: The Effects of Shortages on Attitudes towards Jews in France's Limousin Region During World War," *Holocaust and Genocide Studies* 21, no. 1 (Spring 2007): 31-54.
3. Peggy McCracken, "The Amenorrhea of War," *SIGNS: Journal of Women in Culture and Society* 28 no 2 (Winter 2002): 625-43.
4. Robert Rosenstone, "The Reel Joan of Arc: Reflections on the Theory and Practice of Historical Film," *The Public Historian* 25, no. 3 (Summer 2003): 61-77.

On-Line: (Required)

Go on line and subscribe to the HISTORY NEWS NETWORK. It's free.
<http://hnn.us/>

Go on line to Ancestry.com and subscribe to their 14 day-trial membership.

<http://www.ancestry.com/>. This much is required. Please do not subscribe until you are ready to begin researching your family. We will discuss your project on

All projects will be explained further in supplemental handouts that will be posted on Blackboard.

GRADING

1. **Class attendance.** Class attendance and discussion are very important parts of this class. This portion of your grade is worth 15%. Attendance is mandatory; only two excused absences are permitted.
2. **Genealogy project.** This project attempts to equate students with how to go about researching one's own past. It is a six page paper that includes an oral component and a Powerpoint presentation. The total assignment is worth 40% of your grade. Of this 40%, the oral component is worth 5% and the Powerpoint Presentation is worth 10%, and the paper itself is worth 25%. The paper is due in class on **December 6**. The presentations will be made November 29-December 8. Each student will have exactly 10 minutes for their presentation. You must also include a bibliography with this assignment that will be graded for accuracy, and it is expected that you will use citations in the paper and document them accurately. Citation format will also be a part of your paper grade.
3. **Appeasement paper Take-Home Quiz** due in class on **September 15**. Worth 5%. You must prepare this assignment ahead of class and bring it to class.
4. **Citation Take-Home Quiz** is due in class on **October 18**. Worth 10%.
5. **Article Review.** You must analyze a scholarly article. We will read two articles in class, Beorn's "Negotiating Murder" and Fogg's "Refugees and Indifference" listed above under required reading and found online in *Holocaust and Genocide Studies*. You will write a 500 word review of ONE of these articles. Due **October 6** in class. Worth 10%
6. **Semester Exam.** This is a 50 minute in-class exam that covers our unit on Joan of Arc on **November 15**. The exam is worth 20%.
7. **Genealogy Research Question.** Identify your research question and bring it with you to class on October 4. If you fail to bring the question to class you will be marked "absent" in terms of your class discussion grade.

Attendance:	15%
Genealogy Paper	40%
Appeasement Quiz	5%
Citation Quiz	10%
Article Review	10%
Semester Exam	20%

Class Rules

- All late papers will be docked one letter grade for every day they are late. You must discuss any date conflicts with Dr. Finley **in advance** of the exam or assignments. You must make arrangements in advance.
- All issues related to grades will be discussed with Dr. Finley-Croswhite in her office and not in class.
- Any person who plagiarizes in HIST 201 will fail the class. **Plagiarism** is a serious offense and will not be overlooked by Dr. Finley-Croswhite. Students who **cheat** and/or **plagiarize** on any assignment will **fail** the class. To plagiarize means to take more than three words from a text and not credit the source. If you take more than three words from a text, you **must** put the borrowed words in quotes and credit your source. If you borrow an idea from another author but change the words, you must also credit your source with an endnote or footnote. **It is also plagiarism to type a long quote into a paper, change a few words in the quote, include a citation but not use quotation marks around the borrowed words.** More information on plagiarism is found at the end of the syllabus.
- Class discussion is a major component of the class. Please make sure you have read all the assigned reading for a given date before you come to class.
- Keep back-up files of all assignments. A computer-related excuse will not be accepted for not turning in an assignment. Should a paper in question “disappear,” it is up to the student to produce a second copy.
- Old Dominion University’s e-mail system is the official electronic mail system for the distribution of information between faculty and students. Please contact me only via your ODU e-mail account.
- **Attendance is mandatory. You are allowed two free “absences” during the semester. After that you are docked a letter grade from your attendance/class discussion component for each additional absence.**
- **Cell phones are not allowed in this class. If I see you touch a cell phone, use a cell phone, or leave class to answer a call while class is in session, you will be marked absent for the day. Similarly if you use your computer in class to do something besides work on the class, you will be marked absent.**
- If you decide to not pay attention to the student presentations and pursue other work, you will be marked absent from the class.

Lecture Schedule: Do the reading BEFORE coming to class.

Week One: September 12: Introduction to the class and Historical Thinking:

Historical Thinking: Read chapters 1-4 in your *Methods* book. Bring the print outs of your New York Times articles to class. History and Sources: Class discussion of primary and secondary sources; Read "Primary and Secondary Sources" from Historian's Toolbox on Blackboard. Read as well chapters 4,5,6, in *The Information Literate Historian*.

Discussion topics: What is the past and why do we study it? What draws people to history? Why did you decide on history as a major? What do historians do? How do people use history? What are sources?

Assignment: Go to the library and find *The New York Times* on microfilm. Look up the edition published on the birthday of one of your parents or grandparents or great-grandparents. Print out a couple of the pages and articles you find most interesting and bring them to class. Think about answering the question: How might an historian use the information from the paper on that date you have chosen to discuss American history? **We will use your copies in class** for this assignment so don't forget to bring them in with you on September 12.

Week Two: September 19: Causality and Context in History; Genealogy

Class discussion of Robert Darnton's "The Great Cat Massacre" on Blackboard. Read "The Great Cat Massacre" as well as chapters 5 and 9 in your *Methods* book. Please make sure as well that you've come to class having read Exercise 4 in your *Methods* book on pages 161-64.

Complete Set B Exercise 2 Appeasement, 1933-38 Writing History for a quiz grade. You will need to use pages 69-73 for this assignment, but you may decide to pursue outside reading on the "appeasement" issue as well. **Your introductory paragraph that you turn in for a grade should be a good solid paragraph of between 150-200 words.** Grammar and spelling will also be graded. Please bring your paragraph to this class to submit for a grade.

Genealogy assignment discussed in this class in some detail.

Appeasement quiz due in this class.

Week Three: September 26: Historiography: Empiricism, Marxism, The Annales School, Social History, Women's History, Oral History and Postmodernism. Read Chapters 13 and 14 in your *Methods* book and the excerpt from *Houses of History On Fernand Braudel and G.R. Elton*. Read Excerpt from Joyce Appleby, Lynn Hunt, and Margaret Jacob, *Telling the Truth about History*, pp. 247-51 on Blackboard.

Week Four: October 3: Historiography continued and Genealogy pursued.

Documentary. View in class the documentary "A Midwife's Tale."
Bring your research question for your genealogy project with you to this class to submit for part of your class participation grade.

Week Five: October 10: No class fall break

Week Six: October 17: Using Secondary Sources, especially journals and discussion of Plagiarism. Using sources from journals. Read the two journal articles: Beorn, "Negotiating Murder" and Fogg "Refugees and Indifference," both found in *Holocaust and Genocide Studies*, vols. 23, 21 (See full citations on page 2 of syllabus). How do we read and use journal articles? Write a 500 word article review of ONE of these articles due **October 24**. Class discussion of article content in class. Plagiarism: **Read "Plagiarism: The Cases of Stephen Ambrose and Doris Kerns Goodwin" on Blackboard.**

Week Seven: October 24: History on the World Wide Web; HISTORY AND THE WEB. Read chapter 7 in *The Information-Literate Historian* and chapter 6 in your *Methods* book. Review the site: <http://hnn.us> as well as <http://h-net.org>. **Article assignment due in this class.**

Week Eight: October 31: Citation—The power of the footnote! Citation and Writing Papers. Read chapter 10 in *The Information-Literate Historian*. *Footnotes and Endnotes according to Chicago*. Read chapter 12 in your *Methods* book and review the website listed below. *Citation quiz passed out at end of class and due November 7 in class. Access and study:*
http://www.press.uchicago.edu/books/turabian/turabain_citationbuide.html

Week Nine: November 7; Sources, artifacts and public history. October 18: Sources and artifacts; Public History and developing your resumé. Read chapters 8 and 9 in *The Information-Literate Historian*. Read: "Things in and as Exhibits, Museums, and Historic Sites" from *Berkhofer Fashioning History* on Blackboard. *Evaluate the following Websites listed below before coming to class.* We will also talk about what you've learned in the class and how to craft your resumé or *vita* based on your new knowledge. Begin reading Wilson-Smith's *Joan of Arc*. *Citation quiz due in this class.* Documentary on Joan of Arc show in class.

<http://www.ushmm.org/museum/exhibit/online/ssalbum/>

<http://www.marinersmuseum.org/exhibitions/waterman-exhibition>

<http://www.annefrank.org/en/Subsites/Home/>

Week Ten: November 14: Doing History: Unit on Joan of Arc; Discussion of the book *Joan of Arc, Maid, Myth and History* by Timothy Wilson-Smith. Come

to class having read the book. **Joan of Arc and Film. Excerpts from films shown in class. Read:**

Week Eleven: November 1-3: Will the REAL Joan of Arc please rise!

November 1: Discussion of the excerpts of the Trial Transcripts. Read the excerpts posted on Blackboard. Come to class having read them thoroughly.

November 3: Joan and Historiography. Read: Peggy McCracken, "The Amenorrhea of War," *SIGNS: Journal of Women in Culture and Society* 28 no 2 (Winter 2002): 625-43. Reconsider and reread Part III of *Joan of Arc* by Timothy Wilson-Smith, pp. 147-225. We will discuss this article in class.

Week Twelve: November 8-10: Joan in Reel Time: History and Film

November 8-10: Screening of the film "The Passion of Joan of Arc" as well as other film excerpts: Read: Robert Rosenstone, "The Reel Joan of Arc: Reflections on the Theory and Practice of Historical Film," *The Public Historian* 25, no. 3 (Summer 2003): 61-77.

Week Thirteen: November 15-17: Joan of Arc and History

November 15: Exam in class on Joan of Arc unit.

November 17: No class—work on genealogy project. Work on your genealogy project, conduct interviews, visit web sites.

Week Fourteen: November 22-24: Genealogy and Holiday

November 22: No class work on genealogy project

November 24: No class Thanksgiving holiday

Week Fifteen: November 29-December 1: Genealogy Presentations
In-class presentations. **Bring a print out of your Powerpoint for Dr. Finley the day you give your in-class presentation.**

Week Sixteen: December 6-8: Genealogy Presentations

In-class presentations. **ALL GENEALOGY papers are due on December 6** in class. December 8 is the final day of class.

There is no final exam in this class.

PICK UP POINTS:

You can earn pick up points that you can use towards raising your final grade. There are three assignments listed below. Complete all three for "extra credit." If you complete all three and turn them in by December 8, I will raise the lowest

grade you have in the course by 5 points excluding the genealogy project. You must do all three. If you submit one or two assignments, they will not be accepted.

1. Complete the exercise on page 240 of your *Methods and Skills of History* book: Historiography Crossword Puzzle.
2. Research a film review of one of the following “history films.” “Mission,” “The Return of Martin Guerre,” “Braveheart,” “Saving Private Ryan,” “Cleopatra,” “Spartacus,” “Schindler’s List,” “Amistad,” or “The Last Emperor.”
3. Find a “historic marker” in our Tidewater area and take a picture of it. Attach it to #2 and #3. Turn all three assignments in together by December 8. No assignments will be accepted after December 8.

About Plagiarism: A Guide for College of Arts and Letters Students 1

What is plagiarism?

The ODU *Catalog* defines plagiarism as follows: “A student will have committed plagiarism if he or she reproduces someone else’s work without acknowledging its source; or if a source is cited which the student has not cited or used.

Examples of plagiarism include: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group’s work and participates in none of the group’s activities, but attempts to take credit for the work of the group.”

Hints for Avoiding Plagiarism:

* *More than three words copied in sequence is plagiarism.* This is ordinarily a good yardstick to use when wondering whether or not quotes are appropriate; they are, if you are copying more than three words in sequence that are not part of a common phrase (e.g. “up-to-date”).

* *One source is not “common knowledge.”* Common knowledge does not require citation. But something is not common knowledge if you have found just one source for the information.

* *When in doubt, cite!* If you have any doubt about whether or not to cite a source, err on the side of making the attribution.

* *If your co-author sounds surprisingly eloquent, make sure the contribution is his/her own.* We often work in groups and co-author papers and projects. You should ask the question of your co-author if you doubt the work is his/her own. In group work, you are responsible for the project/paper in its entirety.

¹ This information is adapted from a guide developed by Old Dominion University’s College of Business and Public Administration.

* *Look away.* When you are writing, do not have open books or papers in front of you as you type. Read your sources, and then put what you have read into your own words.

* *Writing is hard work.* Paraphrasing is relatively easy, writing is hard. Learning to be a good writer is part of what your college education is about. Staring at an empty screen does become less daunting over time!

* *Just because it's on the Internet, doesn't mean it's yours.* The Internet is a fantastic resource and search engines are terrific research tools. But what you find on the Internet was written by someone. You must cite Internet web sites, and if you use a quote, use appropriate quotation procedures.

* *Paraphrasing is more than changing a verb tense or reordering a list.* Essentially, paraphrasing is used to summarize another author's text. A paraphrased passage must be cited.

* *Use a Style Guide.* Purchase a style guide and refer to it. Your instructor may suggest one that is specific to an academic discipline. You may also ask a reference librarian for recommendations.

The High Cost of Plagiarism

Plagiarism can ruin your reputation and cost you your professional career, along with the respect of your peers and family. Plagiarism at Old Dominion University is an act of academic dishonesty that has serious consequences. Note that plagiarism is specifically covered in the ODU Honor Pledge. Refer to your course syllabus and the Student *Handbook* and the Office of Student Affairs for details about sanctions and penalties for this behavior.

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